



# **The Every Student Succeeds Act (ESSA): Pennsylvania's Proposed Consolidated State Plan**

Submitted to the  
United States Department of Education  
on September 18, 2017

## **Presentation to Special Education Fellows**

October 12, 2017

## ➤ What is ESSA?

- The Every Student Succeeds Act (ESSA), reauthorizes the Elementary and Secondary Education Act (ESEA), first passed in 1965; and replaces the No Child Left Behind Act (NCLB), passed in 2002
- Whether ESEA, NCLB, or ESSA, the underlying goal remains: promote equal educational opportunity for traditionally underserved children
- The following presentation outlines the Pennsylvania Department of Education's proposed ESSA Consolidated State Plan
- Signed by the governor and submitted to USDE on September 18, 2017

## ➤ What Does ESSA Mean for Pennsylvania?

### **ESSA provides states and LEAs new flexibility for:**

- Identifying fairer, more valid ways to measure school performance
- Determining how to best support schools identified as needing improvement
- Accelerating important reforms already underway
- Moving state education policy away from a strict focus on compliance, and toward the establishment of rigorous expectations for all students
- Spending of Title funds



# ▶ Pennsylvania's ESSA Consolidated State Plan

- Introduction
- Section 1: Long-term Goals
- Section 2: Consultation and Performance Management
- Section 3: Academic Assessments
- Section 4: Accountability, Support and Improvement
- Section 5: Supporting Excellent Educators
- Section 6: Supporting All Students

# ➤ Plan is Aligned to PA's Education Vision (Introduction)

## **Highlights:**

- Investments in education funding
- Comprehensive measures of school success
- High-quality early childhood education
- Investment in great teachers and leaders
- Growth in STEM innovation and capacity
- Expansion of pathways to postsecondary success
- Support for Community Schools

## **Revisions to the final proposed plan:**

- Added information describing the landscapes of higher education and early childhood education in Pennsylvania

## ➤ Section 1: Long-term Goals

### **Highlights:**

- Set ambitious yet attainable targets for schools, local education agencies (LEAs), and Pennsylvania
- Provide context for interpreting performance
- Inform delivery of technical assistance and other supports

### **Revisions to the final proposed plan:**

- Clarified explanation of why Pennsylvania has chosen to set long-term goals that are different for different subgroups for both Academic Achievement and Graduation Rate
- Added long-term goals and measurements of interim progress for English Learners based on new data for 2016-17



## ▶ Section 1: Long-term Goals

**Academic proficiency goal:** Cut in half the percentage of non-proficient students on PSSAs and Keystone Exams by 2030

- Applies to all students and each subgroup

**Graduation rate goal:** Cut in half the percentage of students who fail to graduate

- Applies to all students and subgroups
- Seeks to use greater of four-year and five-year cohort rate

**English Learner proficiency goal:** Growth in scale score toward attainment of English proficiency as measured by ACCESS for ELLs assessment



## Section 1: Long-term Goals

### Long-term goal design:

- Baseline year: 2014-15; long-term goal: 2029-30
- Reflects analysis of achievement data at state and subgroup levels
- Disaggregated by subgroup
- Disaggregated by content area (ELA, Math)
- Sample calculation:

1. 100% minus current rate for proficiency & advanced (e.g., 61.6% for English language arts) = 38.4%
2. 50% of the gap (38.4% divided by half) = 19.2%
3. Current (61.6%) + expected gap closure (19.2%) = 80.8%
4. Interim goals reflect expected annual increase, equalized over 13 years (1.5%)





# Section 1: Long-term Goals, Academic Proficiency

Subgroups	English Language Arts: Baseline Data 2015 Percent proficient/advanced	English Language Arts: Long-term Goal 2030 Percent proficient/advanced	Mathematics: Baseline Data 2015 Percent proficient/advanced	Mathematics: Long-term Goal 2030 Percent proficient/advanced
All Students	61.6	80.8	43.2	71.6
White	69.4	84.7	50.5	75.3
African-American/Black	35.9	68.0	17.1	58.6
Hispanic	40.0	70.0	22.7	61.4
Asian (not Hispanic)	77.9	89.0	68.4	84.2
American Indian or Alaskan Native	55.3	77.7	35.0	67.5
Multi-Racial (not Hispanic)	55.0	77.5	35.2	67.6
Hawaiian Native/Pacific Islander	70.0	85.0	50.2	75.1
<b>Students with Disabilities</b>	<b>25.3</b>	<b>62.7</b>	<b>17.2</b>	<b>58.6</b>
English Learners	11.7	55.9	9.3	54.7
Economically Disadvantaged	43.9	72.0	25.7	62.9



## ➤ Section 1: Long-term Goals, Graduation Rate

### **Graduation rate:**

- ESSA requires use of four-year adjusted cohort rate
- Schools with a graduation rate of 67 percent or below identified as Comprehensive and Support Schools (CSI)
- Pennsylvania will propose greater of four- or five-year cohort rate



# Section 1: Long-term Goals, Graduation Rate

Four-year adjusted cohort

Subgroup	Baseline – 2014-15	Long-term goals – 2029-30
All students	84.8	92.4
White	89.3	94.7
African-American/Black	71.8	85.9
Hispanic	69.5	84.8
Asian (not Hispanic)	90.7	95.3
American Indian or Alaskan Native	76.2	88.1
Multi-Racial (not Hispanic)	76.4	88.2
Hawaiian Native/Pacific Islander	90.7	95.3
<b>Students with Disabilities</b>	<b>71.5</b>	<b>85.8</b>
English Learners	62.6	81.3
Economically Disadvantaged Students	75.9	88.0



## ➤ Section 2: Consultation & Performance Management

### **Highlights:**

- Ensure diversity of perspectives from education stakeholders (parents and families, educators, legislators, community leaders, education advocates, researchers, experts, and others)
- Specify the system for collection and approval of consolidated LEA plans
- Describe the Department's protocol to monitor LEA compliance with ESSA requirements

### **Revisions to the final proposed plan:**

- Added description of Phase Four of stakeholder engagement activities
- Added description and discussion of public comment

## ➤ Section 2: Consultation & Performance Management

### **The Department engaged stakeholders across PA:**

- Stakeholder workgroups on four key issues (assessment, accountability and school improvement, educator preparation, and educator evaluation)
- Regular briefings with leadership and staff of the PA Senate and House Education committees
- Statewide listening tour (six forums)
- More than 35 presentations at meetings and events
- Solicited public comment for a 30-day period from August 2 through August 31



## ➤ Section 2: Consultation & Performance Management

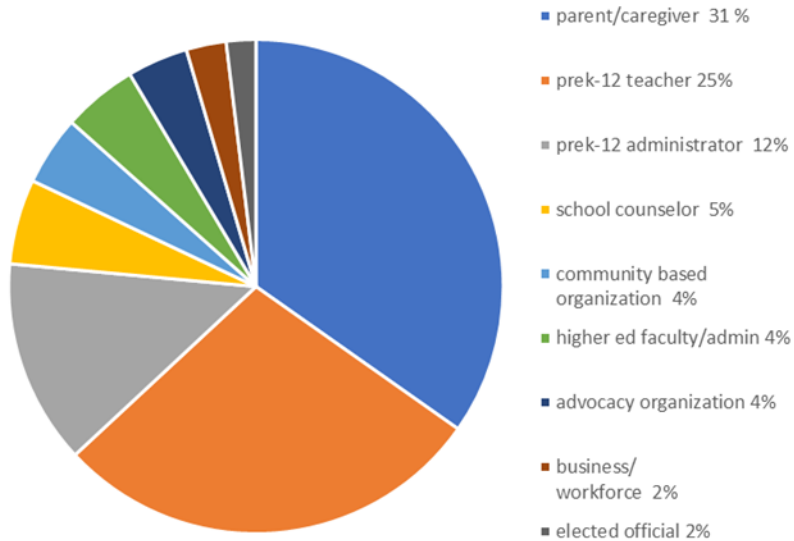
### Public Comment

- Public comments were accepted through an online survey and dedicated email account
- A total of 445 comments were received
  - 368 individuals submitted comments through the online survey
  - 46 organizations and 31 individuals submitted written comments through the dedicated email account
  - All comments will posted on the Department's ESSA website

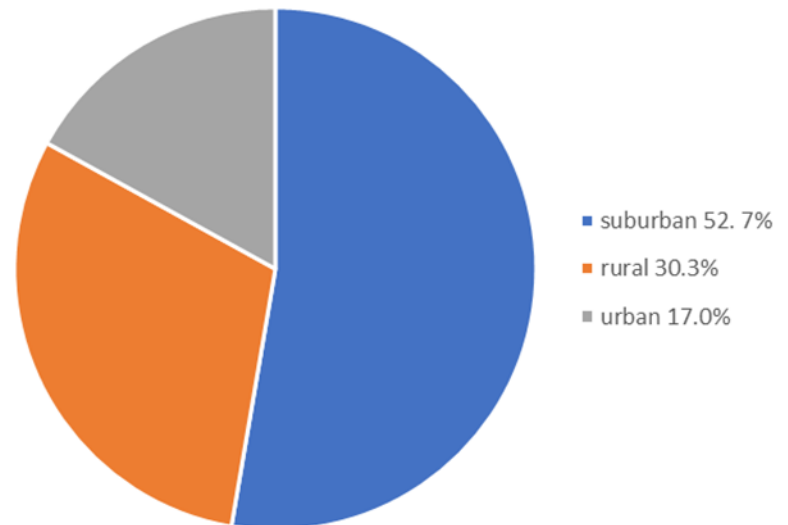
## Section 2: Consultation & Performance Management

### Public Comment

Role/sector of  
survey respondent



Type of community of  
survey respondent



## ➤ Section 3: Academic Assessments

### **Highlights:**

- Inform balanced, coherent accountability system
- Ensure language access and accommodations
- On August 14, Governor Tom Wolf and Secretary Pedro Rivera announced a 20 percent reduction in PSSA testing in English language arts and mathematics for students in grades 3 through 8

### **Revisions to the final proposed plan:**

- Clarified why Pennsylvania is not choosing to exercise the double testing exception for 8th grade Algebra I students





## ➤ Section 3: Academic Assessments

### **Pennsylvania's standardized assessments for ESSA accountability:**

- PA System of School Assessment (PSSA) in grades 3-8
- Keystone Exams in high school
- PA Alternate System of Assessment (PASA)
- Aligned to college and career ready standards



## ➤ Section 3: Academic Assessments

### **Notes on Assessment:**

- As ESSA requires states to develop additional assessment for these students, PDE is not currently pursuing exception to eliminate double testing for 8<sup>th</sup> grade math assessment
- PA will continue to provide side-by-side assessment materials in Spanish



## ➤ Section 4: Accountability, Support, and Improvement

### Highlights:

- Ensure fair, transparent, and appropriate accountability determinations
- Shift focus from prescription to appropriate flexibility and support
- Align state and federal reporting



## ➤ Section 4: Accountability, Support, and Improvement

### **Revisions to the final proposed plan:**

- Revised the description of the Career Readiness measure
- Clarified the explanation of the minimum N of 20
- Added additional data in the Appendix showing school and student exclusions at alternate minimum Ns of 15 and 30
- Added text describing that cut points for the achievement/growth plot in Step 1 of annual meaningful differentiation will be determined in the fall of 2018, based on 2016-17 and 2017-18 state assessment results
- Added language clarifying the minimum exit criteria for Comprehensive Support and Improvement (CSI) schools
- Added language clarifying identification of Targeted Support and Intervention (TSI) schools



## ➤ Section 4: Accountability, Support, and Improvement

### **Key components:**

- Subgroup reporting
- Accountability indicators
- “Annual meaningful differentiation”
- Exit criteria
- More rigorous interventions
- Support for school improvement



## ➤ Section 4: Accountability, Support, and Improvement

### **Subgroup Reporting:**

- Aligns with federal reporting requirements:
  - All students
  - Economically disadvantaged students
  - English Learners
  - Students with disabilities
  - Race/ethnicity: African-American/Black; American Indian or Alaskan Native; Asian (not Hispanic); Hawaiian Native or Pacific Islander; Hispanic; Multi-Racial (not Hispanic); White
- Minimum subgroup size (minimum N): 20
  - Added additional charts in the plan Appendix of excluded schools and students at minimum Ns of 15 and 30



## Section 4: Accountability, Support, and Improvement

<b>Minimum N = 20</b> <b>Excluded Students (All) 2015-16</b> <b>(tested grades: 3-8 &amp; 11)</b>				
Student Group Name	Possible Students	Excluded Students	Included Student Percentage	Excluded Student Percentage
All Students	906,859	132	99.99%	0.01%
African American (Not Hispanic)	136,639	10,577	92.26%	7.74%
Asian (Not Hispanic)	35,556	9,313	73.81%	26.19%
Economically Disadvantaged	423,295	1,850	99.56%	0.44%
English Learners - Full Year	25,222	6,932	72.52%	27.48%
English Learners – All	47,661	9,368	80.34%	19.66%
Hispanic (Any Race)	91,675	11,955	86.96%	13.04%
Multi-Racial (Not Hispanic)	29,327	14,603	50.21%	49.79%
Native American or Alaskan Native (Not Hispanic)	1,326	1,273	4.00%	96.00%
Native Hawaiian or Other Pacific Islander (Not Hispanic)	696	696	0.00%	100.00%
<b>Students with Disabilities</b>	<b>151,133</b>	<b>6,056</b>	<b>95.99%</b>	<b>4.01%</b>
White (Not Hispanic)	611,640	1,642	99.73%	0.27%



## ➤ Section 4: Accountability, Support, and Improvement

### **Accountability indicators:**

- Identification of indicators responds to stakeholder feedback
  - Increases attention to academic growth
  - Expands use of valid non-academic measures
  - Enables system-wide, continuous, and sustainable improvement
- Recognizes that fewer indicators may be more meaningful path to improvement than more indicators
- Aligns with federal requirements
- Aligns with Future Ready PA Index





## ➤ Section 4: Accountability, Support, and Improvement

### Accountability indicators:

- Academic achievement
  - Academic growth
  - English Learner progress
  - Graduation rate
  - Career readiness benchmark
  - Chronic absenteeism
  - *Participation rate of 95 percent (not used for identification)*
- Indicators required by ESSA
- State-identified indicators



## ➤ Section 4: Accountability, Support, and Improvement

### Four indicators mandated by the statute:

- **Proficiency:** Percentage Proficient/Advanced in English language arts and Mathematics on state assessments
- **Academic Progress:** Growth calculations derived from PVAAS,\* which measures whether students gain, maintain, or decline in academic performance
- **Graduation Rate:** Percentage of students who earn a high school diploma in four (or five) or fewer years
- **English Learner proficiency:** Growth in scale score toward attainment of English proficiency as measured by ACCESS for ELLs assessment

\* PVAAS is the Pennsylvania Value Added Assessment System



**pennsylvania**  
DEPARTMENT OF EDUCATION

## ➤ Section 4: Accountability, Support, and Improvement

### **Additional school quality and student success indicators chosen by Pennsylvania:**

- **Career readiness benchmark:** Percentage of students who demonstrate engagement in career exploration and preparation, with individualized career plans through specific measures by grades 5, 8, and 11
- **Chronic absenteeism:** Percentage of students who have missed more than 10 percent of school days in the academic year; or approximately 18 days in a 180-day school year



## ▶ Section 4: Accountability, Support, and Improvement

### Annual Meaningful Differentiation:

- **PDE's approach:**
  - Transparent
  - Technically defensible
  - Appropriate for federal accountability designations
- **Matrix-based determinations:**
  - Allows for more nuanced consideration of various dimensions of school performance
  - Improves alignment between accountability system principles and determinations
  - Aligns with dashboard design of Future Ready PA Index



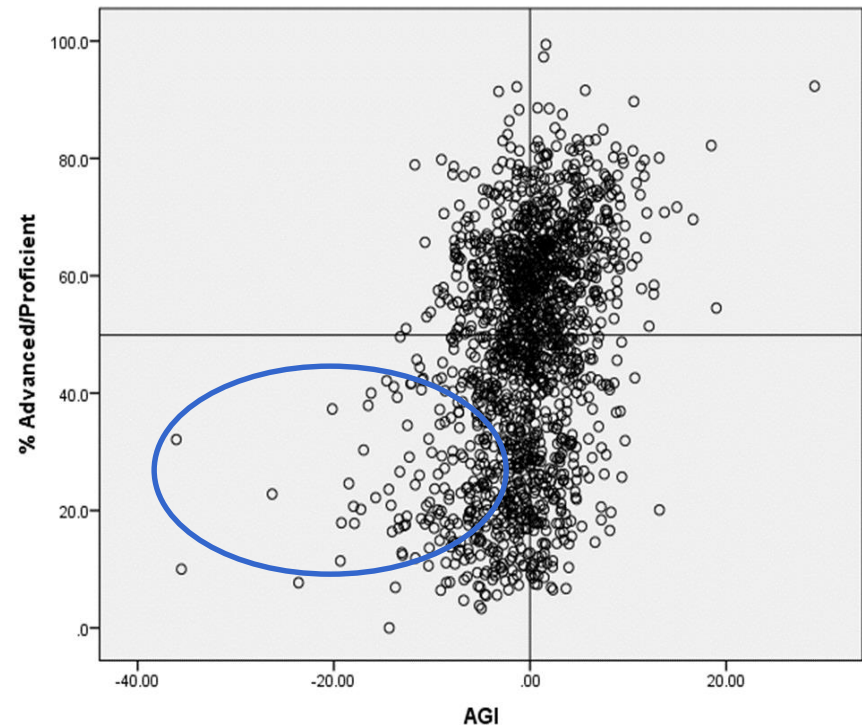
## Section 4: Accountability, Support, and Improvement

### Identification as Comprehensive Support and Improvement\* (CSI) School:

- **Step one:** Preliminary identification based on plot of academic achievement and growth

*\*Bottom 5 percent of Title I schools*

Step 1. Example illustration



## ➤ Section 4: Accountability, Support, and Improvement

### Identification as CSI school, continued:

- **Step two:** Final identification based on chronic absenteeism, graduation rate, English Learner progress, and career readiness benchmark indicators
- **Step three:** Identification of any additional high schools with graduation rate of 67 percent or below; includes all schools, not just Title I



## ➤ Section 4: Accountability, Support, and Improvement

### Timeline:

- CSI schools
  - 2017-18: Data gathering
  - Fall 2018: Initial identification of CSI schools
  - 2018-19: Each CSI school/LEA conduct needs assessment and school improvement planning
  - 2021-22: Consideration of progress at CSI schools for exit or more rigorous intervention
  - 2022-23: More rigorous interventions as appropriate



## ➤ Section 4: Accountability, Support, and Improvement

### **Exit Criteria:**

- Show measurable progress on at least one accountability indicator that resulted in initial determination
- Submit an updated improvement plan that details school-level (and LEA-level, as appropriate) activities in response to the school-level needs assessment
- Participate in PDE-sponsored technical assistance activities
- Note: precedent for deferring final details in Consolidated State Plan submission; Pennsylvania will seek flexibility to finalize based on analysis of new indicators





## ➤ Section 4: Accountability, Support, and Improvement

### **More rigorous interventions Pennsylvania is contemplating:**

- Partnering with CSI schools which fail to exit and their LEAs to perform comprehensive performance audit
- Adding oversight of LEA- and building-level expenditures associated ESSA accountability
- Requiring more frequent progress reports to the Department and to the school's community on improvement activities



## ➤ Section 4: Accountability, Support, and Improvement

### **Support for school improvement:**

- Pennsylvania proposes a hybrid approach to distribution of Title I school improvement funds
  - CSI schools will receive a formula driven grant during the year of CSI identification and the year following (two years)
  - In years three and four, schools may be eligible to compete for additional school improvement resources
- Pennsylvania will also continue to provide technical assistance to CSI schools and to districts with a significant number of CSI schools



## ▶ Section 5: Supporting Excellent Educators

### Highlights:

- Reaffirm commitment to educational equity provisions in ESEA
- Focus attention on:
  - PA's educator workforce pipeline including concerns about teacher shortages
  - Supports for PA's existing teacher preparation programs
  - Rigorous and effective alternative routes to certification
  - Improved data quality and stronger partnerships between LEAs and preparing institutions and programs



## ➤ Section 5: Supporting Excellent Educators

### **Revisions to the final proposed plan:**

- Added language clarifying that ESSA provides increased flexibility for states and LEAs to leverage available Title II, Part A funding to support the recruitment, preparation, induction, and ongoing development of teachers, principals, and other education leaders, with a particular focus on meeting the needs of vulnerable students
- Added description of PDE initiatives to improve preparation of educators to teach in high need schools and communities
- Added a description of the materials, supports and resources available to Pennsylvania educators through the online Standards Aligned System (SAS) Portal



## ➤ Section 5: Supporting Excellent Educators

**Pennsylvania will promote opportunities to recruit, retain, and sustain a diverse and talented educator workforce:**

- Develop a clearinghouse in PA's Teacher Information Management System (TIMS) to connect credentialed educators with open positions in schools and districts
- Provide support for teacher preparation programs to partner with LEAs to provide year-long residency programs for pre-service teachers
- Support career pathways for paraprofessionals to become certified teachers
- Implement a federal Troops to Teachers grant to support the transition of veterans into the educator workforce



## ▶ Section 5: Supporting Excellent Educators

**Pennsylvania will continue to invest in support and development of great school leaders:**

- **Pennsylvania Inspired Leadership Program (PIL):**  
Induction program for new principals focusing on fundamental strategies for equity and effective school leadership
- **Superintendents' Academy:** Two-year program launched in 2016 with a cohort of almost 100 system leaders, focused on improving achievement among students who face significant barriers to success
- **Supporting Effective Educator Development (SEED) Grant:** Partnership with National Institute for School Leadership to build a national credentialing system for master principals



## ▶ Section 6: Supporting All Students

### Highlights:

- Identifies Pennsylvania's key strategies for ensuring all students have access to well rounded, robust educational opportunities
- Describes models for school-based supports and community partnerships
- Focuses on supports for students during important transitions



## ➤ Section 6: Supporting All Students

### **Revisions to the final proposed plan:**

- Clarified the meaning of well-rounded education opportunities and emphasized well-rounded opportunities as a priority especially for the use of Title IV, Part A funding
- Added text noting that the use of chronic absenteeism as an ESSA accountability indicator and in the Future Ready PA Index emphasizes the importance of student and parent/family engagement to improve attendance and learning outcomes
- Added descriptions of initiatives that support students and communities including the National School Lunch and Breakfast Programs and the role of public libraries





## ➤ Section 6: Supporting All Students

### **Revisions to the final proposed plan** *(continued from previous slide):*

- Added language describing the Department's strategies to emphasize students reading on grade level by third grade
- Added description of the Department's Office of Safe Schools and its work to identify and address disproportionate and exclusionary discipline practices
- Clarified language regarding the manner in which the Department will award Title IV, Part A, Subpart 1 funds
- Added language describing the Department's support for LEAs regarding progress of English Learners and how the Department monitors progress of English Learners in schools



## ➤ Section 6: Supporting All Students

**Ensure well-rounded and rigorous education experiences for all students:**

- Increase participation in advanced coursework
- Promote equitable access to STEM
- Support college and career pathways

**Address student needs through school-based supports and community partnerships:**

- Child Nutrition Programs
- Community Schools
- Migrant Education Program
- 21<sup>st</sup> Century Community Learning Centers
- Programs and supports for students experiencing homelessness



## ➤ Section 6: Supporting All Students

### **Promote successful transitions from early childhood through postsecondary:**

- Early childhood to elementary school
  - Focus on readiness
- Elementary school to middle school
  - Early warning system
- Middle school to high school
  - Career exploration and engagement activities
  - Positive school climate
  - Evidence-based support systems – PBIS and SAP
- High school to postsecondary
  - Increase college/career advising
  - College access and completion initiatives



## ➤ Section 6: Supporting All Students

### **Promote positive school climate and social-emotional learning:**

- Pennsylvania School Climate Survey
- PA Equity and Inclusion Toolkit
- Bullying Prevention Toolkit
- Support students through Multi-Tiered System of Supports (MTSS) and Positive Behavior Interventions and Supports (PBIS)



## ➤ More Information and Opportunity to Comment

PDE's *Every Student Succeeds Act (ESSA)* page

Contact PDE with questions or comments:

[RA-edESSA@pa.gov](mailto:RA-edESSA@pa.gov)